# Guidance for New Programs with Y4Y September 4, 2014 1:00 p.m. EST







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# **How to Use the Technology**





## **Goals & Objectives**

- Promote strong connection and communication with community and schools.
- Discuss ways to increase student, family involvement and engagement.
- Discuss subject matter and design of program activities.
- Use tools and resources on the Y4Y portal to implement program mission and objectives.

## **Introductions**

#### **Host:**

#### Monique McDowell-Russell

Y4Y Training Specialist Foundations, Inc.

#### **Guest Presenters:**

#### Mary Ellen Earnhardt

Education Program Representative, 21<sup>st</sup> Century Community Learning Centers Montana Office of Public Instruction

### **Cathy Hay**

Executive Director Bigfork ACES

# **Polls**



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Education Program Representative, 21<sup>st</sup> CCLC Montana Office of Public Instruction

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Executive Director Bigfork ACES

## **Goals for this Session**

- Obtain a clear understanding of your program's Goals and Objectives and how they are aligned with the school day
- Understanding of the Director's responsibility
- Over all safety of students
- Staffing
- Budget requirements
- Monitoring requirements
- Understanding of Federal and State regulations
- Obtain Resources

## "The Prudent Person"

- Weighs decisions carefully
- Steward of public funds
- Tracks all expenditures
- Monitors program activities
- Complies with Local, State, and Federal Requirements
- Acts in <u>Best Interest</u> of the Project

# Other Duties as Assigned

- Strengthens community partnerships
- Coordinates volunteer efforts
- Develops an "Entrepreneurial Spirit"
- Fosters "Quality" programming
- Provides professional development for staff

## **Personnel**

- Key personnel defined
- Purpose and duties of staff specified
- Compensation and percent of time for each position
- Fringe Benefit Rate



# Your Budget is Your Responsibility Too

- Know the details of your budget
- Spend your funds appropriately
- Make sure your budget spending aligns with your Goals and Objectives



# 95% of Gem's parents shall attend one of the quarterly parent/family education sessions

Objective	Program Elements	People Involved	Short- Term Outcome	Long-Term Outcome	Data & Performance Measures
What is the program trying to accomplish?	What are the strategies and activities used to obtain this objective?	Who do you need to work with to assist you with achieving this objective?	What positive results can be expected within one year?	What positive results can be expected after one year?	What data sources will you use to evaluate progress? What will you measure? How will the data be used to evaluate and improve the program?

# **Program Guidance**

- Statute
- Non-Regulatory Guidance
- EDGAR
- OMB Circulars
- State Policies and Directives
- Institutional Guidance
- Expanded Learning Time (ELT) FAQs

# Strategies & Activities Needed to Obtain Objective

- Have the staff review Y4Y Family Involvement material
- Send a survey out to students' families
- Use the survey and the Family Involvement materials to develop educational programs
- Use the Y4Y material to help with family outreach
- Identify community partners who can assist with the family educational programing (Y4Y Strengthening Partners)
- At the end of the Semester, send out a survey to parents evaluating the family program.

# Identify the People Needed to Accomplish This Objective

- Staff
- School staff
- Community leaders

## **Short Term Outcomes**

- Parents/Guardians will have opportunities to attend the educational programs
- Parent/Guardian have the opportunity to meet their educational needs requested on the parent survey
- 95% of the Parents will attend one of the quarterly trainings

# **Long Term Outcome**

- 95% of parents/guardians will be able to identify their child's educational needs and assist them in becoming successful in school.
- More parental/guardian involvement with school.
- Community support for parental/guardian involvement in the schools.

# Data & Performance Measures

- What instrument will we use to evaluate the data?
  - Parent survey
- What will we measure?
  - Number of parents attending programs
  - Satisfaction of Ed. Programing
- How will the data be used to evaluate and improve the program?
  - Information will be used to designed future educational programing

### **Host:**

### Monique McDowell-Russell

Y4Y Training Specialist Foundations, Inc.



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#### Welcome

I'm very happy to share this online community with you, our talented and hard-working 21st Century afterschool professionals. We've developed this entire website based on what you're telling us you need to create engaging afterschool programs. The site will help you connect and share resources with your colleagues, provide professional development

### Our Blog



#### Find a Program

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#### Online Professional Learning and Technical Assistance for 21st CCLCs

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Karen Tylek

#### **Tools**





Civic Learning and Engagement



Aligning With The School Day



**STEM** 



Strengthening Partnerships



Family Engagement

#### Learn More Library



Learn More Library

Visit the Learn More Library of each topic area to find links to numerous external resources including videos, lesson plans, publications, and more.

#### **Drug and Alcohol Prevention**

## Drug and Alcohol **Prevention**

Find resources to support your program's efforts around **Drug and Alcohol Prevention**.

#### Afterschool Toolkit



You For Youth / Aligning With the School Day



#### Communication and Collaboration Checklist

Review the techniques you can use to build communication, relationships, and collaboration with schools. Check those you already do, those you can achieve in the next several weeks, and those that will be long-term initiatives.

	In place	Can work on now	Long-term
☐ Establish process to meet or talk regularly with school principal,			
afterschool liaisons, and/or teachers			
Obtain and share key contact information			
☐ Discuss integration and alignment goals and opportunities			
☐ Discuss afterschool and school goals for students			
☐ Participate in shared professional development			
☐ Serve on academic and other committees			
☐ Attend school staff meetings			
☐ Find teachers willing to review project or activity objectives and plans			
☐ Invite school staff to visit the program			
☐ Have a school staff person on your board or advisory group			
Discuss attendance, attendance issues, and shared outreach efforts			
☐ Provide school with 21 <sup>st</sup> CCLC student attendance data			
☐ Integrate school and afterschool attendance tracking systems			
☐ Observe or assist in school-day classroom			
☐ Have a written space-use agreement and review it annually			
☐ Create a plan for shared resources and fundraising			
☐ Plan projects and activities related to topics and themes addressed in classes			
Obtain copies of homework assignments			
Obtain and make available copies of textbooks and/or reading materials used in classes			
☐ Understand school behavior expectations and regulations			
☐ Attend PTA meetings and support PTA activities			
☐ Participate in parent/family meetings			
☐ Create shared plan for student recruitment and parent outreach			
☐ Participate in Individual Education Plan (IEP) meetings for program youth with special needs			
☐ Provide teachers with evidence of learning and achievement in afterschool			
□ Other:			

<b>H</b> omework	Contract			
Student Name:	School gr	rade o	r class:	
101112.				
work best (check all that				
☐ When it's quiet	☐ With a little background noise		With music	
	☐ At a desk and chair	_	On a sofa or soft chair	
☐ On the floor alone After a snack	☐ With other people ☐ After a break	ш	After doing other activities	5
After a snack 3 Right away, before oth		_	Other:	
□ Right away, before oth	ertnings	ш	Other:	
//y best subject areas are_				
My worst are				
My worst are				
My worst are				
My worst are				
need the most help with				
need the most help with when I need help I usually Ask for it	y (check all that apply)  Ask, but still don't understand			
need the most help with  When I need help I usually  Ask for it  Get frustrated	y (check all that apply)  Ask, but still don't understand Give up			
need the most help with	y (check all that apply)  Ask, but still don't understand Give up		Try harder	
need the most help with  When I need help I usually  Ask for it  Get frustrated	y (check all that apply)  Ask, but still don't understand Give up		Try harder Look for information on	
need the most help with  When I need help I usually  Ask for it  Get frustrated  Other:	y (check all that apply)  Ask, but still don't understand Give up		Try harder Look for information on	
need the most help with  When I need help I usually  Ask for it  Get frustrated  Other:	y (check all that apply)  Ask, but still don't understand Give up  mework for me is		Try harder Look for information on my own	
when I need help I usually Ask for it Get frustrated Other:	y (check all that apply)  Ask, but still don't understand Give up  mework for me is It's not particularly hard		Try harder Look for information on my own	
need the most help with  When I need help I usually  Ask for it  Get frustrated  Other:  The hardest part about ho  Finding the time  It's too hard	y (check all that apply)  Ask, but still don't understand Give up  mework for me is		Try harder Look for information on my own	

You Fo	r Youth / Aligning With the School Day
	You For Youth / Aligning With the School Day
© s	Homework Contract
	HOMEWORK COMMUNICATION  (Afterschool staff to share with teachers as appropriate.)
A	Name of student: Date:
_	Afterschool teacher:
	Class teacher:
_ N	Homework worked on:
-	☐ Said she/he had no homework
-	Status  Completed assignment Did not complete
v	Worked for about minutes
	Was able to do homework with  □ No help □ Some help □ A lot of help
	Help was needed with  Understanding the assignment.  Getting started or focused.  Knowledge of the material: basic skills or information lacking.  Staying on task through completion.  Other:

You For Youth

STEM



#### Learning About Tadpoles (K-2) Lesson

In this sample lesson, students read The Icky Sticky Frog, practicing literacy skills as they develop an understanding of tadpoles. This is a good example of how to integrate science across your curriculum.

Duration: 1 week or longer (can be extended)

#### Learning Goals

- · Understand the life cycle of frogs and what they need to live
- Practice scientific inquiry through questioning, predicting, observing, recording and interpreting data, and communicating results
- Keep journals or records of scientific investigations
- Use graphic organizers
- · Develop group work skills such as working together and listening to others

#### Materials Needed

- Aquarium with tadpoles, rocks, and plants for each group (consider purchasing the Carolina Biological Raise-a-Frog Kits or individual aquaria, tadpoles, and plants from your local pet store)
- Magnifying glass (1 per student)
- · Drawing paper and colored pencils
- Variety of age-appropriate books on frogs for each group
- KWL Chart for recording students' prior knowledge, questions, and what they learned about tadpoles

#### Preparation

- Identify a safe place to maintain aquaria with tadpoles.
- Collect materials—tadpoles, aquaria, library books, etc.
- Review instructions on how to set up an aquarium and care for tadpoles. For example, the kind of water you use and general care of the tadpoles is very important for their survival.
- · Read the book The Icky Sticky Frog, and develop questions for discussion.
- Begin a word wall or chart of the new vocabulary words that the story introduces.
- Safety Considerations

#### What to Do

Engage students by asking what they know about frogs, tadpoles, and amphibians. You may
want to use and record students' answers on a KWL chart and post it on the board or on a
wall, adding to the chart as they learn more. Review sounds that frogs make and read aloud
the story of The Icky Sticky Frog, with enthusiasm and expression. Use your word wall or
word chart to review new vocabulary words.

You For Youth You Fo Heavy Weight (9-12) Lesson This sample project shows how you can engage students in a given topic, develop inquiry and In problem-solving skills, and increase their understanding of how to apply science in real-world an situations. cur Heavy Weight (9-12) Du Students gather data to explore the problem of adolescent obesity and develop potential solutions based on the observations they have made at their school. Le Duration: 6-8 weeks for this lesson (45-60 minutes weekly); length variable if extensions used. Learning Goals Practice the problem-solving process, including crafting and considering questions and key factors, making observations, recording data, analyzing data, communicating results, and planning further investigations Measure using tools such as scales, tape measures, and calipers Ma Keep journals and/or log records of scientific investigations Apply mathematical weight concepts Compare results and draw conclusions Materials/Technology Needed USDA Food Pyramid My Pyramid Data sheet PBL Planning Form Data/statistics about health and weight for local area Weighted scales Measuring cups Clear rulers and/or plastic tape measurers (centimeter) Journals or learning logs Preparation In this lesson, students will consider the problem of adolescent obesity. Here are specific steps to take as you plan this activity: As preparation, the instructor should familiarize herself or himself with the issue, as well as inform school cafeteria staff and/or school/district nutritionist of planned actives. Research the topic by obtaining current scholarly and popular articles in the media about W nutrition, the impact of food intake on health and weight, and foods/ingredients recommended for health (reasons provided should vary). Organize materials in team folders (one for each team), rulers, tape measure, pencils or pens, learning logs, calculators, scales, metric conversion charts.

· Create a plan for storing all materials for the duration of the project.

You For Youth

STEM



#### Activity Center Planner

Setting up and rotating activity centers as a regular part of your program is a quick way to support STEM-centered independent explorations, especially – though not exclusively – with elementaryage students.

Well-planned activity centers engage children and youth in hands-on, independent exploration and learning targeted to specific objectives. Students can participate in developing ideas and materials for centers, and in setting them up and managing them. 'Centers' may be an area of the room, or simply activities kept in shoeboxes and worked with on a table.

Specify the learning objectives in the planning stage, then make the purpose, rules, and expectations clear to participants. Watch centers in use to see if they're working. Check if children seem engaged, distracted, or bored. Talk to students to gauge outcomes. Discuss with staff, and make revisions as needed.

Centers may be made available at set times, or during homework time for those who have no homework or who finish early, or as a break. As time goes on, build a repertoire of multiple centers that participants can choose from. Experiment with making several different activities available at the same time for students to move among freely.

#### Center Starter Ideas (grades shown in brackets)

Time: Calendars to customize, daily and weekly schedules with dates and times, clocks and watches to play with and take apart, appointment books (K-3)

Money: Penny jar, pennies, play money, menus, catalogs, store items (K-3), , balancing a checkbook, budgeting (5 and up)

Measuring: Measuring cups, measuring spoons, containers of different sizes, scale, sand, pebbles, liquids to measure (K-3), designing a garden or room (4 and up)

Sorting: Mixed bead, button, or bead collections for sorting, estimating, counting (different colors, sizes, shapes) (K-2)

**Building, construction:** Blocks, Legos, paper cups, cardboard, straws, twist-ties to construct twoand three-dimensional shapes (K-4); straws, tape, scissors, papers, graph paper, paint with challenges (3-6), plywood, wood scraps, tools, electronics equipment (6 and up)

Puzzles: All grades with increasing complexity

Shapes: Posters with shapes, crayons, pencils, construction paper, graph paper, different sizes of triangles, squares, rectangles, and circles, two- and three-dimensional shapes and objects to trace, draw, cut out, and play with (K-3)

Patterns and rhythms: Rhythm instruments to beat out patterns, paper for students to write beat patterns in symbols for others to follow (e.g., a =short tap, b =long tap). (2-4)

STEM Experiments and building kits: Use downloaded instructions and gather materials for

You For Youth / STEM



#### Activity Center Planner

#### STEM CENTER PLANNER

STEM area focus (check all that apply)  Life sciences, biology Physical sciences Technology Math Engineering Other  Learning objectives/purpose  Number of users at one time Primarily for Individual work Pairs Small groups Any  Instructions Clearly written for users to understand Needs to be explained or demonstrated Users can explain to each other
Number of users at one time Primarily for Individual work Pairs Small groups Any  Instructions Clearly written for users to understand Needs to be explained or demonstrated
Primarily for Individual work Pairs Small groups Any  Instructions Clearly written for users to understand Needs to be explained or demonstrated
Needs to be explained or demonstrated
Availability Always Days/times Homework By request
Supervision None, general only Periodic check Demonstrations and explanations needed Active supervision
Extensions and support  Additional resources  Expert contacts  Additional materials
Supplies needed Instructions (instruction card or paper to include)
Materials, tools, equipment

You For Youth

Family Involvement



#### Creating a Family Guidebook

Your family guidebook should clearly explain program policies and procedures and help families understand how to be involved in the program. Key components of a family guidebook include:

- An introduction to your program
  - o Program history
  - o Goals and objectives
  - o A welcome from the director
- · Directory of staff members
  - o Include pictures
  - o Have short bios
  - History in the program and working with youth
- Calendar of events
  - o Special events
  - Holidays
  - o Early or late days
- · Program rules and expectations
  - Rules for different program locations (outside, bus, classrooms, etc.)
  - Responsibilities of youth in the program
  - Consequences for not following rules and procedures
  - o Rewards for positive behavior
- Policies and procedures
  - Guidelines for food served and allowed in the program
  - o Arrival and dismissal
  - Medication policies
  - o Telephone use by children
  - Bringing items from home into the program

- Academic expectations
  - Amount of homework done in the program
  - Sharing of grades and state test information
  - o How families can help
- Involvement opportunities and policies
  - o Family involvement philosophy
  - Existing and potential opportunities for involvement
  - Ways to share concerns and ideas

#### Other ideas

- Leave areas such as "Responsibilities of youth" and "Potential opportunities for involvement" blank to allow youth and families to fill them in once they are decided.
- Include a table of contents or quick reference guide that helps families get to specific pages fast.
- Include a history of past family involvement in the program
- Include your guidebook or parts of it, on your program website
- Leave blank sections where families can fill in updated information such as youth grades and progress reports and family volunteer hours or points.

You For Youth

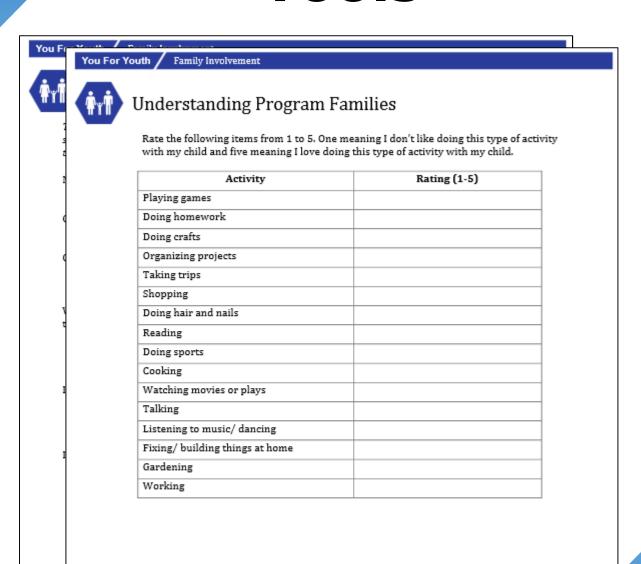
Family Involvement



#### Understanding Program Families

Try and use this document early in the year to get a better sense of your program families, their strengths and challenges, and how to involve and engage them in the program. Make sure to translate this into families' native language.

translate this into families' native language.
Name:
Child's name:
Other children's names and ages:
Which of your child's qualities or abilities are you most proud of? What quality or ability (or lack thereof) are you most concerned about?
W. 11. 1 141 11 1411
If I could teach my child or help my child learn just three things, they would be:
I like with my child.



You For Youth

Family Involvement



#### Reaching Out to Families

- Good news cards: Send home postcards or short, handwritten notes about something you really appreciate about a child in your program or something you noticed them doing well this week.
- Do at home projects: Create a project kit related to a theme you are covering in your program. Include all materials necessary and encourage children to share the project with an adult. Don't require that the project be brought back, this is just a way to share some of what you do in afterschool. Include information about what academic skills youth are practicing when they do the project.
- School mascot: Send a stuffed animal or small toy to "visit" a different family each week. Include a disposal camera so the family can take pictures of the toy in their home. Display the pictures at your program.
- Family book reviews: Send home a book that youth really enjoy. On the inside cover, tape a business envelope and fill it with blank cards. Ask youth to share the book and write down what the family thinks about the book and put the card in the envelope. The next family will get to read what others think and add their own comments.
- Disposable cameras: Send cameras home with "reporter" assignments. Ask youth to take pictures of their families enjoying meals, sharing customs, or doing a favorite activity. Display the photos in your program.
- Family stories: Ask adults to record stories about their families in their home language. Youth can interpret the stories for classmates.
- Parent newsletter: Send regular newsletters home highlighting program accomplishments.
- Family collage: Make a collage or sculpture with items that families contribute. Consider themes like "food we eat" or "what we see from our window."
- Staff introductions: Send home photos and short biographies to introduce staff members.

You For Youth / Strengthening Partnerships

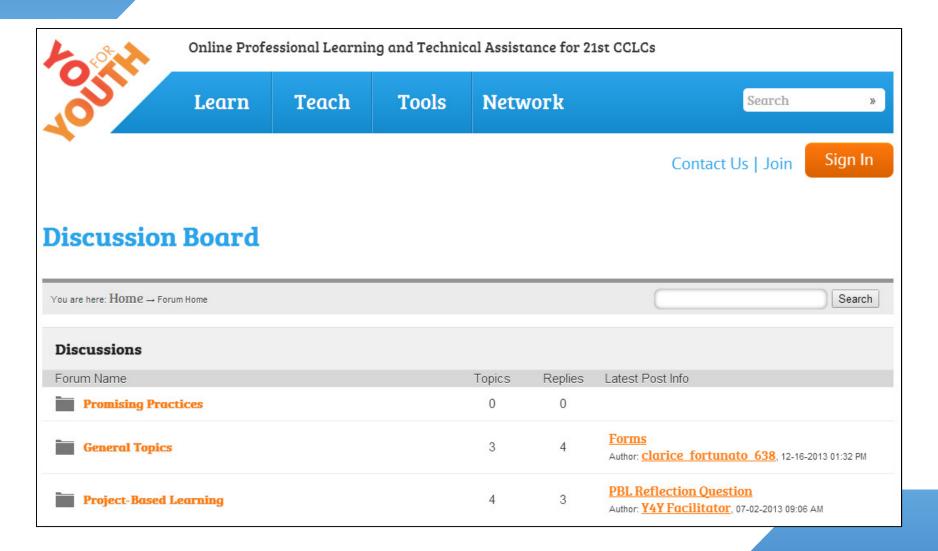


#### Determining Program Needs

Talk with program stakeholders to figure out what the program is missing and how existing program elements could be improved.

	More detail
Areas of need and improvement	
When comparing our program with other high-quality OST	
programs, what do we lack?	
What resources (people, places, things, time, money, etc.)	
could improve academically-focused programming?	
What resources (people, places, things, time, money, etc.)	
could improve enrichment-focused programming?	
How could staff professional development be improved or	
expanded?	
How could the community be more involved?	
How could academic and enrichment elements be better	
integrated?	
What past or current programming efforts should be	
replicated or improved?	
How could program space be improved and/or	
supplemented?	
How could families be more involved?	
What resources could better support youth's social and	
emotional growth?	
How could program evaluation and assessment be	
improved?	
In what ways could community members better	
understand program goals and effectiveness?	
How could youth's health and nutrition needs be better	
addressed?	
In what ways can youth with special needs (language,	
physical, etc.) be better supported?	
Other	

## Network



# Q & A



## **Thank You**

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## **Next Steps**

Visit the Network section on Y4Y to:

- Download today's PowerPoint presentation
- View a recording of today's webinar
- Access resources highlighted in today's webinar

Don't forget to register!

http://y4y.ed.gov/join

**Thank You!** 

